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VOLUME III — N° 9 PRICE : 10 Cents (U. S.), 6 Pence (U. K.), or 20 Francs (FRANCE). OCTOBER 1950

Courier

PUBLICATION OF THE UNITED NATIONS EDUCATIONAL, SCIENTIFIC AND CULTURAL ORGANIZATION

UNESCO

UNESCO RESPONDS TO UNITED NATIONS REQUEST FOR KOREAN ACTION

Resolutions adopted by the Executive Board on August 28 1950

THE EXECUTIVE BOARD

PROFOUNDLY MOVED by the armed attack of which the Republic of Korea has been the victim, and which led the Security Council of the United Nations to adopt certain measures with a view to re-establishing peace and security,

CONSIDERING that one of the essential aims of Unesco is, as stated in Article I of its Constitution, "to contribute to peace and security by promoting collaboration among the nations through education, science and culture in order to further universal respect for justice, for the rule of law and for the human rights and fundamental freedoms for the peoples of the world...",

CONSIDERING that the General Conference at its Fifth Session, reaffirmed that "all the activities of Unesco must be directed towards the peace and prosperity of mankind" and that these "activities to be fully effective, imply a truly and sincerely universal outlook excluding all thought of aggression, and founded on recognition of the principles of justice and freedom on which the Constitution of the Organization is based",

CONSIDERING that, in the resolutions adopted by the Security Council and the Economic and Social Council on 31 July 1950 and 14 August 1950, respectively, the Specialized Agencies were requested, in accordance with the terms of their agreements with the United Nations to give whatever help the Unified Command of the United Nations in Korea might request, in order to assist and bring aid to the civilian population in Korea,

CONSIDERING that the Economic and Social Council, in its resolution of 14 August 1950, also stressed the necessity for aid in securing the understanding and the support of the peoples of the world for the action of the United Nations in Korea, and requested the Secretary-General to seek, in the name of the Council, whatever form of co-operation was best adapted to this purpose,

TAKING NOTE of the communications of the Secretary-General of the United Nations concerning the help which Unesco could give, in accordance with the above-mentioned resolution,

ASSURES the population of Korea of its deep and earnest sympathy,

RENDERS respectful homage to the soldiers of the United Nations who are fighting on the Korean front in the name of international solidarity,

RECALLS that international peace and security must be based on the respect of the principles of law and the decisions of the competent organs of the United Nations, if force is not to triumph over law, and if justice is to be maintained,

EXPRESSES its confidence in the programme and methods of Unesco in serving the aims of peace of the United Nations, through the perfecting of international co-operation, through the amelioration of the living conditions of man and through the development of international understanding by means of education, science and culture.

CONSIDERS, that in order that Unesco may aid the United Nations in eliminating the dangers of war more effectively, it is particularly urgent, at this moment when human solidarity is under trial and when human rights are in peril, that still wider and more active support should be given to the execution of its mission, by Governments and National Commissions of Member States.

DECIDES that within the framework of its competence, UNESCO will give all possible aid and assistance to the action undertaken by the United Nations in Korea and towards this end... (Continued on Page 3.)

This issue of the Unesco Courier is largely devoted to the history and the reasons for the United Nations action in Korea, and to work being undertaken by Unesco in support of the deeds and principles of the United Nations.

UNDER THE FLAG OF THE UNITED NATIONS

In August, 1945, World War II came to an end with the military victory of the United Nations — and the way was clear for Korea to take its place in the society of free nations, after 40 years of Japanese occupation. Nearly five years after their liberation, the people of Korea still look to the United Nations for the protection of their national independence. In the photo above are shown some of the people of Taegu, provisional capital of the Republic of Korea, on July 30, 1950, as they gathered outside a meeting of the United Nations Commission on Korea, and heard each member of the 7-nation commission reaffirm his country's determination to support the fight of the United Nations to preserve Korean independence.

A HUNDRED GROUPS WITH A COMMON AIM

This is the fifth in a series of special articles describing the work of some of the 100 international non-governmental organizations whose co-operation with Unesco helps the accomplishment of its programme.

GOETHE, whose bi-centenary was celebrated last year, has been called a "universal man", for as it was said of him : "his was the last of those universal minds which have been able to compass all domains of human activity and knowledge... he stood on the brink of an era of rapidly expanding knowledge which has made forever impossible the universality of interest and sympathy which distinguished him".

At the beginning of the nineteenth century, the genius of one man could embrace extremities, for besides writing his great drama *Faust*, Goethe made scientific studies of colours, assembled one of the most complete mineral collections of his day (there is even a mineral, *Goethite*, named after him), and conducted extensive experiments in chemistry and biology.

Today, the world of science has expanded into a universe, and the work in each sphere is so wide that all scientists must be specialists. No one man, in fact, has time to read all the publications which appear in his own particular field, let alone follow the full advance of scientific accomplishment.

Recently, for instance, aerodynamics experts had been working with wind-tunnels in studies of turbulence, experiments of great value to astronomers in observations they had made on the passing of one dust cloud through another.

The astronomers, however, could not understand the terms used by the wind-tunnel experts. A symposium was held between two member organizations of the International Council of Scientific Unions (ICSU) to work out agreements in terminology, making possible the application of the results of the laboratory studies to theories based on astronomical observation.

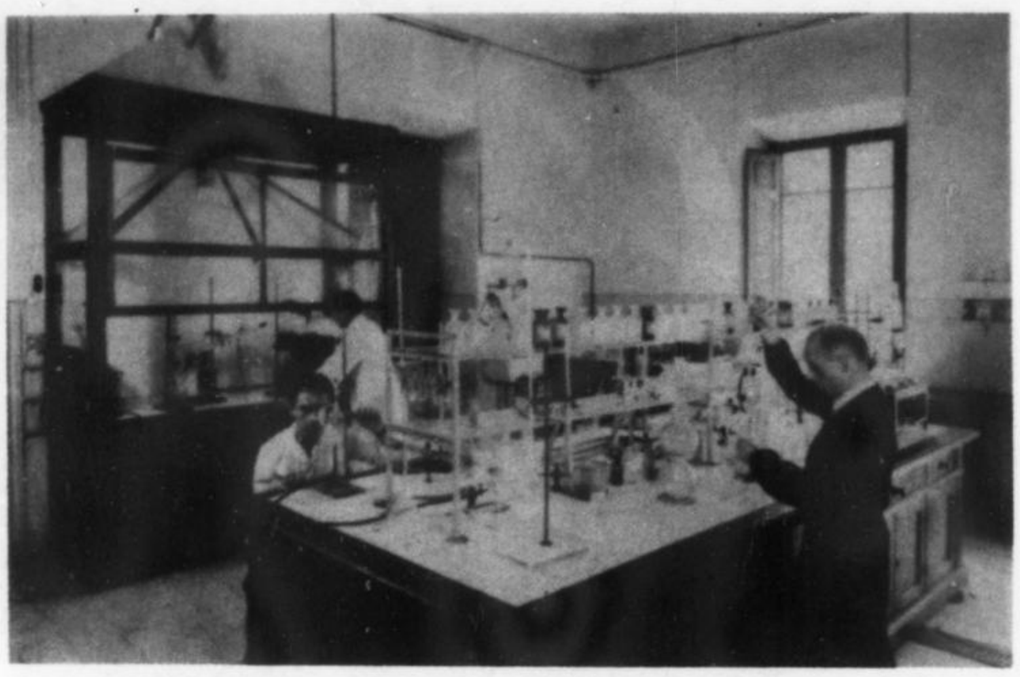
"Human Chain Reaction"

THE International Council of Scientific Unions is a federation of selfgoverning groups of scientists in particular fields, such as astronomy, mechanics, crystallography, radio-science, geography, geodosy and geophysics. The Council's main purpose is coordinating the work of these specialists, as it did in the symposium on terminology between members of the International Astronomical Union and the International Union of Theoretical and Applied Mechanics.

Unesco was extremely fortunate in finding the ICSU already in existence, with fifteen years' experience in its difficult work of administration and correlating the results of scientific research. The two international organizations entered into a formal agreement of co-operation in 1946, and since have rendered valuable services to one another.

Since the exchange of theories and ideas is the foundation of scientific progress, Unesco's most important contributions to ICSU have been in the form of travel grants to academic scientists, and calling conferences and symposia on specific problems.

One of the most important aspects of scientific conferences is the element of actual contact among the participants. Such contact fosters a "human chain reaction", the development of an idea which a scientist may pick up in discussion with other specialists in his own field, a nascent idea which might never have appeared clear to him in simply reading the reports of those same men.



Some of the groups of scientists whose work is co-ordinated by the Council of Scientific Unions, have permanent stations of research and information centres to assist specialists. The International Bureau of Physico Chemical Constants, maintained by the International Union of Chemistry with Unesco aid, is a stockroom of chemically pure substances which fills one of the most important scientific needs..standards which are internationally recognized, and which are invaluable to the work of these chemists (above).

Most modern scientific advances are made on the borderlines between the formally-divided sciences. The ICSU, with member unions representing nine special branches of scientific work in forty nations, has established international Joint Commissions to study such "borderline sciences".

Rheology, the study of viscous substances, from the movement of earth's crust to the flow of the blood and the rise of sap in plants, calls for research in physics, geology, chemistry, mechanics and biology. Problems in terminology so that the specialists concerned could understand one another, were dealt with in a special ICSU report.

Like many specialized sciences, rheology may sound far removed from our everyday life, but the plastics for which we have so many uses are a product of this "borderline science" which has contributed much to help a world short of materials.

Standards For The World

SOME of the permanent services are joint commissions in themselves, ans exist for reasons which make international co-operation a vital necessity. The boiling point of water, the hour of the day, the latitude of a certain point of the earth cannot be determined by a national law. The International Time Bureau and the International Latitude Service call for the work of both the International Astronomical Union and the International Union of Geodosy and Geophysics. This second Union also maintains the International Seismological Summary, the result of several decades of research, which makes possible the prediction of the paths of earthquakes and the sending out of early warnings.

Each of these Unions exists as a permanent authority to assist specialists, and the centres of information and standards they maintain are invaluable to scientific work.

With the passing of the "universal man", we have entered a world in which little progress can be accomplished without the work of specialists, a world whose future depends upon their co-operation.

Courier

UNESCO

The UNESCO COURIER is an international periodical devoted to the work of UNESCO and to activities and developments throughout the world in education, science and culture.

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Due to increased costs, the subscription price of the Courier in the U.S. and Canada will be increased from $1 *to* $1.50, *effective January* 1st, 1951. *The single issue price will correspondingly be increased from* 10 *cents to* 15 *cents.*

Recent Unesco Publications

PROFESSIONAL TRAINING OF JOURNALISTS (95 pages)

The professional training of journalists is of direct concern to Unesco because the press in our time is one of the most potent instruments for influencing the minds of men toward peace or war. In addition to a thorough discussion of the question, this publication contains a selected list of text-books and reference books, as well as a bibliography.

Price : $0.40 2/-*F.*100.

EDUCATION BY RADIO (72 pages)

The use of radio as an instrument of education can bring to the teacher a knowledge of new educational methods and a wealth of information which can enliven his class and stimulate his own teaching. A full analysis of the qualities and limitations of radio as a means of expression is here presented.

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The object of this study is to provide in as non-technical fashion as possible the facts relating to the problem of production and distribution of paper, especially newsprint. Among the topics covered are papermaking, pulpwood, and wood pulp, production and consumption of printing paper and newsprint, and the demand trends of all the regions of the world. Approximately 25 tables giving pertinent data supplement the text.

Price : $0.65 4/- *F.*200.

WAR-HANDICAPPED CHILDREN Report on the European Situation (142 pages)

Survey of the educational problems of war-handicapped children.

Price : $0.50 3/- *F.*150.

Each month a newsletter—"A Reader's Guide to Unesco Publications"—is sent out from Unesco House to all parts of the world. Its purpose is to keep people informed about new Unesco publications, giving prices and languages in which they appear, together with advance news about works in progress. Regular copies of this newsletter can be obtained by writing to "A Reader's Guide to Unesco Publications", Unesco House, 19, Avenue Kléber, Paris 16e.

UNESCO TO ASSIST UNITED NATIONS ACTION IN KOREA

The Members of the Executive Board and of Unesco's Secretariat seated round the table in this photo are Count Stefano Jacini, Chairman (indicated by an arrow) and reading clockwise : Mr. Jaime Torres Bodet, Director-General of Unesco; Mr. Benjamin Cohen, Assistant Secretary-General, United Nations Department of Public Information; Professor Louis Verniers; Mr. Ahmet K. Tecer, Professor Alf Sommerfelt; M. Roger Seydoux; M. Guy de Lacharriere; Mr K. V. Padmanabhan (alternate to Sir Sarvepalli Radhakrishnan); Professor Jean Piaget; Professor Alex Photiades; Senator G. Pecson; Mgr. J. Maroun; Dr. H. El Diwany bey; M. A. Castro Leal; M. Victor Doré; Sir Ronald Adam; Dr. Luther H. Evans; Mr Arthur Compton, Jnr. and Mr. R. Barnes (Secretary of Executive Board).

Unesco's Response to United Nations Appeal

UNESCO is responding resolutely to the United Nations appeal for support following the act of aggression in Korea. This action was decided on at a meeting of the Organization's Executive Board at the end of August. It is significant that the 18 members of the Board, who act as individuals and not as representatives of governments, were unanimous in "*deploring the violation of international law*" and in adopting a programme of immediate and long-range action. This programme provides credits totalling $175,000 for three major activities:—

1) **relief assistance to the civilian population in Korea;**
2) **plans to bring the Korean teaching system back to normal once hostilities end;**
3) **an expanded education programme to promote understanding of the United Nations responsibilities in the present world crisis.**

Unesco has already formulated plans to send a mission of enquiry to Korea if and when requested by the U.N., to investigate the civilian needs of the population and to determine how Unesco can best aid relief and reconstruction.

But to achieve this unified action it is vital that information and educational materials concerning the United Nations action for collective security reach the peoples of the world. The programme, approved by the Executive Board, is designed to bring the message of the United Nations to schools and universities in dynamic form. Unesco will concentrate its efforts to make known the principle of collective security and to show by concrete examples taken from world events and particularly the Korean question, the world importance of the work of the United Nations.

The decisions of the Executive Board have been made in conformity with the Constitution of Unesco. Among its main tasks the Basic Programme of the organization sets forth the following:

"to bring about better understanding among the peoples of the world and to convince them of the necessity of cooperating loyally with one another in the framework of the United Nations."

The Director-General of Unesco made Unesco's position clear recently when he stated: "*In condemning aggression wherever it appears, Unesco is not impelled by any party spirit but adopts an attitude consonant with the notion of peace within the law which its constitution proclaims. Far from being an instrument of ideological war, our Institution is first and foremost an organ of education for the peace under the law.*

"*The activities we can undertake as a result of the events in Korea fit into the framework of our normal programme. They consist in sharing, to the full measure of our abilities, in the reconstruction of Korea, just as we are already contributing to that of many war-devastated countries, and helping to show, by our teaching about the United Nations, the value of collective security in the face of any aggression.*"

EXECUTIVE BOARD UNANIMOUSLY VOTES 6-POINT PROGRAMME

THE Executive Board of Unesco at its meeting on August 28th unanimously decided to give all possible aid and assistance to the action undertaken by the United Nations in Korea. The decision was contained in a resolution adopted by the Board, which instructed Director-General Jaime Torres Bodet :

"*To relieve the needs of the civilian population in Korea within the fields of education, science and culture, by means of emergency relief, and, at the appropriate time by a reconstruction project*"; *and*

"*To develop, within the resources at his disposal, including the periodical publications of the Organization, the execution of the programme resolutions concerning teaching about the United Nations and its Specialized Agencies, putting particular emphasis on the necessity for collective security, based on respect for law, with the aid of concrete examples and to this end to utilize appropriate documentation provided by the Secretary General of the United Nations.*"

The resolution moreover appealed to the Governments and National Commissions of UNESCO's Member States to participate to the extent of the means at their disposal in this action. It requested non-governmental organizations, which participate in the task of Unesco, men and women whose activities are devoted to education, science, culture and information, and all those who wish to live in peace with their fellow men, to contribute to the work of Unesco, in that spirit of liberty which characterizes all of its actions with a view to reinforcing in the minds of men the intellectual and moral defenses of peace through law which the United Nations are responsible for developing and safe-guarding.

To Maintain Justice

THE Board also authorized the Director-General by unanimous vote to carry out six specific measures providing for emergency relief and reconstruction in Korea and for an educational campaign in schools and universities and other institutions on the United Nations. These measures are set forth in the text of the Executive Board Resolution on this page.

The resolution of the Board assured the population of Korea of "*its deep and earnest sympathy*" and rendered "*respectful homage to the soldiers of the United Nations who are fighting on the Korean front in the name of international solidarity*". It recalled that "International *peace and security must be based on the respect of the principles of law and the decisions of the competent organs of the United Nations, if force is not to triumph over law, and if justice is to be maintained*".

In connection with the contribution of Unesco to the action of the United Nations in

(Continued on page 8)

DIRECTOR-GENERAL OUTLINES BACKGROUND FOR ACTION

ADDRESSING Unesco's Executive Board at the opening of its meeting on August 26th, M. Jaime Torres Bodet, Director General, stressed the important responsibilities which fell on Unesco, as a Specialized Agency of the United Nations, in the present situation in Korea. He said, in part:

"May I, first of all, say how glad I am that the Executive Board has advanced the date of its summer session in order to consider how Unesco can best assist the United Nations in the Korean question. The grave events which led the Security Council, on 25 June, to adopt measures for the provision of military assistance to South Korea in obedience to the principle of collective security and in defence of international law, confront Unesco with problems which demand the immediate attention of its executive body. In the present situation, Unesco, as a Specialized Agency of the United Nations, has important responsibilities; it will bring to their discharge a clear appreciation of its resources and a firm consciousness of its duties. Your meeting is, in itself, an eloquent proof of that intention...

"...The problem raised by the armed attack of which the Republic of Korea, one of our Member States, is the victim does not concern Unesco alone: the whole system of the United Nations and Specialized Agencies has taken cognizance of it..."

(Continued on page 8)

RESOLUTIONS OF UNESCO'S EXECUTIVE BOARD AUGUST 28 1950

(Continued from page 1)

THE EXECUTIVE BOARD...

... **INSTRUCTS** the Director-General:

(1) to relieve the needs of the civilian population in Korea within the fields of education, science and culture, by means of emergency relief, and, at the appropriate time by a reconstruction project;

(2) to develop, within the resources at his disposal, including the periodical publications of the Organization, the execution of the programme resolutions concerning Teaching about the United Nations and its Specialized Agencies, putting particular emphasis on the necessity for collective security, based on respect for law, with the aid of concrete examples and to this end to utilize appropriate documentation provided by the Secretary-General of the United Nations,

APPEALS to the Governments and National Commissions of Member States to participate to the extent of the means at their disposal in this action,

REQUESTS non-governmental organizations, which participate in the task of Unesco, men and women whose activities are devoted to education, science, culture and information, and all those who wish to live in peace with their fellow men, to contribute to the work of Unesco, in that spirit of liberty which characterizes all of its actions with a view to reinforcing in the minds of men the intellectual and moral defences of peace through law which the United Nations are responsible for developing and safeguarding.

In implementation of the above resolution, the Executive Board:

AUTHORIZES THE DIRECTOR-GENERAL,

1. With a view to providing assistance to the civilian population of Korea:
   (a) to send a mission to Korea, upon the request of the Secretary-General of the United Nations, to investigate the needs of the civilian population of Korea, in liaison with the Unified Command and the appropriate organs of the United Nations responsible for civilian relief;
   (b) to provide, upon request, educational supplies on an emergency basis;
   (c) to prepare in close liaison with the United Nations and other Specialized Agencies and launch a campaign in co-operation with Member States, their National Commissions and with non-governmental organizations, for assistance to the Republic of Korea in the field of educational, scientific and cultural relief and reconstruction.
2. With a view to developing education about the United Nations and Specialized Agencies,
   (a) to prepare, in close and constant collaboration with the United Nations, both written and audio-visual materials for use in schools, and adult classes and universities;
   (b) to produce and distribute these to Member States in English, French and Spanish, in sufficient quantities to enable Member States to adapt them and diffuse them on a large scale for their own purposes;
   (c) to put at the disposal of the Secretary-General of the United Nations two specialists with instructions to co-operate with the United Nations Secretariat in order to assemble relevant documentation in connexion with the United Nations' action in Korea.

TWO UNESCO SEMINARS GUIDE EDUCATION TOWARDS INTERNATIONAL UNDERSTANDING

TO develop in children a consciousness of the unity of mankind is one of the main concerns of responsible educators in all countries. Many teachers, however, are only now beginning to discover suitable methods of making young people aware that nations are inter-dependent. There is also a vast amount of work to be done in "judging" textbooks: the revision of those "guilty" of bias or excessive nationalism, and the preparation of new ones that stress the constructive work of mankind, teach children about the international organizations of today, and the services they can render to world peace and prosperity.

How to improve both teaching methods and textbooks to help this education for international understanding were the subjects of two Unesco Seminars held recently. The articles on this page describe the work done by the educators who met in Brussels, at the Seminar on "The Improvement of Textbooks, Particularly History Books", and those at Montreal where the Seminar subject was, "The Teaching of Geography as a Means of Developing International Understanding".

★

Textbooks that speak with a constructive accent

ONE of the most immediately important results of the Unesco Seminar on "The Improvement of Textbooks, Particularly History Books", held recently in Brussels, was a plan to put the history books of nine countries "on trial".

The 45 specialists from 24 countries including, for the first time at a Unesco Seminar, representatives of Germany and Japan, laid down the main lines of bi-lateral systems of exchange and criticism of history textbooks between groups of experts, similar to those already being carried out by the German Teachers Union with associations of historians in Britain and France.

These new plans will enable the examination and mutual criticism of history books to take place between Belgium and Holland, France and the United States and between Germany and the following countries : Belgium, the United States, Norway, Holland, Sweden and Switzerland.

As a pattern for these exchange systems, the members of the Seminar used the successful work already accomplished by the Norden Associations, which were founded after the first World War by Denmark, Finland, Iceland, Norway and Sweden to promote mutual understanding between the peoples of the Nordic countries.

The system these countries developed to ensure that their school history books were both factual and fair was based on the three cardinal principles of textbook improvement —that it should be international, mutual and positive. In other words, that each country should examine the books of another, and that not only should offending passages be removed but each country should make a complete and constructive study of its neighbour's history with a view to improving the coverage in its textbooks.

FROM EAST AND WEST

THE plans drawn up at the Brussels Seminar for mutual exchange and criticism of history books should give a new impetus and guidance to the movements for textbook improvement in all the countries represented there.

In addition to most of the European Unesco Member States, educators came from Canada, Mexico and the United States in the New World ; Egypt, Iraq, Israel, Syria and Turkey in the Near East ; and from Thailand and Japan in the Far East. The Seminar's work was directed by Professor Alfred Weiler, Director of the Lycée Expérimental Henri IV, at Montgeron, France.

Technical problems of the improvement of textbooks in all subjects were dealt with by Group 1, directed by Professor P. A. Lauwerys of the University of London Institute of Education. Its members studied reports on such varied textbooks as historical atlases, literary anthologies, song-books and geography and history texts, all of which showed an undue degree of nationalist bias. The group therefore recommended that all types of textbooks should be studied with the same critical care usually reserved for history books.

NO TEXTBOOK SLAVES

GROUP 11, directed by Professor Haakon Vigander, of Oslo, author of the Unesco booklet on Nordic textbook improvement, concentrated on textbook problems in the classroom. Among the conclusions they reached on this subject was that the key to reform lay in training teachers to evaluate textbooks and to develop initiative in the use of varied materials. At all costs, they said, teachers must not be the slave of the textbook.

Problems both of writing scientifically sound history textbooks and their psychological effects on children were dealt with by Group III, conducted by M. Georges Panchaud, Director of the Lycée Municipal de Jeunes Filles, at Lausanne.

To achieve objectivity in history textbooks, the Group recommended that texts should be submitted, before printing, to historians of other countries, as was done under the "Nordic" system. Unesco was asked to help provide authors with reliable source material.

The last group, directed by Professor F. W. Wood of Wellington University, New Zealand, studied such problems as the relationship of national to world history.

Unesco's programme of textbook improvement was outlined to the Seminar by Mr. Richard M. Perdew and Mr. Marcel Vanhamme, directors of this programme in the Department of Education. The final report of the Seminar's work will be used as a basis for two projected publications and will also provide Unesco with some useful suggestions for future activities in the textbook field.

An exhibition of teaching aids and equipment was held at MacDonald College, near Montreal, Canada, in connection with the Unesco Seminar on "The Teaching of Geography as an Aid to International Understanding." Here, M. Jean Guiton, Deputy Head of Unesco's Education Department, explains to a member of the Seminar the details of a planisphere constructed by the young pupils of a Paris technical training school. The planisphere was designed to illustrate the interdependence of all countries and its execution provided a series of lessons on people of other lands for the youngsters who built it.

"ONE WORLD"

Geography for all the World

NO man today can escape being a geographer. His whole life, even to his most everyday activities—the despatch of the products of his work, the getting in of supplies, keeping up-to-date with the latest news—is bound up so closely with what is going on in countries that were merely names to his forbears, that he cannot help but acquire a great deal of knowledge concerning all parts of the world.

In former times, men may have had a fair knowledge of their district, their country and the neighbouring states (particularly those with which they had, all too often, to go to war) but they knew little about the rest of the world. Today, when almost unknown places may overnight become of world-wide importance, the scope of geographical knowledge has been greatly extended and the stock of such knowledge needed by the average person has become much larger.

It is wrong, however, to tax the memories of children with masses of miscellaneous and ill-assorted names and facts. What they should know are those geographical facts which give a true picture of life in other countries, for one of the essential purposes of geography and its teaching is to correct wrong ideas about other lands and peoples. In creating good relations among nations, this is an urgent necessity.

Ways in which geography teaching can best encourage world-mindedness and international understanding were studied by nearly 50 teachers and specialists who met recently at a Unesco Seminar, held at MacDonald College, near Montreal, Canada.

False Values — Few Maps

UNDER the direction of Mr C. Delgado de Carvalho, the Brazilian geographer and sociologist, these educators, from 22 countries, pooled their knowledge and experience in discussions on the improvement of teaching methods and materials.

Making a comparative study of geography teaching in the schools of different countries, the Seminar members came across many problems arising out of faulty emphasis in teaching or lack of suitable equipment.

Many geography instructors have to rely on their own initiative to give their pupils a true picture of the world, for wall maps and atlases are lacking in many schools. Even when maps do exist, the colours and perspectives used often give them a disproportionate value, some countries receiving too much prominence and others not enough.

Links Between Teachers

AMONG the recommendations made by the Seminar and aimed at overcoming such difficulties was for a textbook on geography teaching to be widely circulated so as to keep teachers, in countries lacking such information, in touch with activities in other parts of the world. Another was that an "international" atlas, printed in colours, but without place names, be produced and sold at cost price to editors who would then complete it for the schools in their countries.

Each member of the Seminar worked with two groups, one studying geography teaching in relation to the mental development of children in different age groups and the other examining the main aspects of geography teaching—the training of teachers, teaching aids, programmes and methods, geography and international understanding etc.

Members of the Seminar are now back in their home countries putting into practice the individual plan of action that each one prepared before leaving MacDonald College. These activities include interviews with representatives of educational authorities, parents' associations, and programme preparation committees, and the formation of special groups to continue the work begun at the seminar, including the publicizing of the work and needs through newspapers and the radio.

From the Seminar reports and documents, a British expert, Mr Neville Scarfe, is to produce an overall work on Geography and International Understanding, which will complete the handbook prepared as a working document for the Seminar by a group of French geographers.

The most important feature of a Unesco Seminar is a small, informal study group in which information is exchanged, ideas and methods are discussed and solutions to specific problems are suggested. This particular group at the recent Brussels Seminar studied the technical problems of the improvement of textbooks.

How many of Korea's schools will be standing when the fighting is over? Considerable efforts had been made to improve and increase educational facilities since 1945, but much of this has almost certainly been wiped out in the first three months of the war.

FIVE YEARS – AND THREE MONTHS – IN KOREAN EDUCATION

by Robert LOMBARD

IN 1945, education in Korea was almost entirely the product of forty years of Japanese rule. Japanese was the only language taught in primary schools and in Universities. Administrative personnel, principals, head teachers and inspectors were nearly all Japanese.

In both South and North Korea, radical changes have been made since 1945 to increase and improve education and restore its national character.

In South Korea, the proportion of national funds spent on education has risen from 3.6 per cent to about 10 per cent; the primary school enrolment has increased from 1,500,000 to 2,500,000; the number of Koreans attending middle schools has risen from 62,000 to 225,000. The Imperial Japanese University has been re-organized and combined with a number of other Colleges into the new National University of Seoul, with an attendance, since 1945, of 8,000 students. It possesses a library of half a million oriental books and about 150,000 western volumes. Korea University, a private Foundation, which has an enrolment of about 1,000, received University status in 1946.

There are also a number of Christian and Buddhist Colleges and Seminaries in Seoul; higher education has always been concentrated in the Seoul region, where, about 85 per cent of the country's educational facilities exist.

Similar progress is reported to have been made in North Korea where universal elementary education was introduced in 1947 and where, at the end of 1948, there were 720 secondary schools and 11 higher educational institutions including a University established at Pyongyang. An extensive campaign against illiteracy was begun in North Korea in 1946.

In five years, throughout the whole country, important progress had been made. Instruction is now given everywhere in Korean, and illiteracy has been reduced from 50 per cent to 20 per cent.

There are, however, very serious deficiencies, particularly a shortage of teachers (the majority of whom in 1945 were Japanese) and a lack of textbooks in Korean. There is a shortage of school buildings and most of the existing ones are poorly equipped. Technical and vocational training is practically non-existent.

Considerable progress had been made to improve education in Korea during the past five years—but most of it has almost certainly been destroyed by the material losses, social chaos and economic dislocations caused by three short months of the present conflict.

HOW UNESCO CAN HELP THE KOREAN PEOPLE

TO support United Nations action in Korea, Unesco's Executive Board has approved the opening of a credit fund of $175,000 of which $50,000 is to finance a programme of education directed towards a better understanding of the ideals of the United Nations and the principle of collective security. The remaining $125,000 is to be used for emergency aid and the restoration of educational facilities in Korea.

Unesco can help the Koreans in the following ways:

A SPECIAL MISSION

Unesco must first investigate the nature and extent of the educational needs of the Koreans. If the United Nations consider it necessary, a special mission of experts will be sent to Korea. These experts, working with the Unified Command and with the Specialized Agencies of the United Nations will find out the most urgent needs. Longer-term plans, concerning the future educational needs of Korea, when peace has been restored, will also be considered.

URGENT EDUCATIONAL NEEDS

Because of the widespread destruction in Korea, it is likely that schools will be in need of even the most elementary equipment. Unesco's emergency aid must include help in the reconstruction of schools or at least in the provision of temporary educational facilities in areas where the need is greatest.

To equip schools, supplies of all kinds: blackboards, exercise books, pencils will be needed. Supplies required for the higher grades of education are likely to include laboratory and technical equipment and books and periodicals for the University of Seoul and the colleges at Seoul, Taegu and Pusan.

MATERIAL AID

Unesco is already considering how it can bring material help to the people of Korea. Such help could include clothing for school children and students and grants to refugee students and teachers.

The provision of food, particularly milk, to Korean schoolchildren is likely to fall within the sphere of operations of the United Nations International Children Emergency Fund.

PEDAGOGIC CENTRE.

If requested by the Republic of Korea, Unesco could set up a temporary pedagogic centre there.

It is understood that the Specialized Agencies of the United Nations will work together as a team, each being responsible for urgent measures in its own particular field. The Secretary-General has appointed a Director of Civilian Relief for Korea, Brigadier Parminter, formerly of U.N.R.R.A., who has already taken up his duties at Lake Success. A Chief of Mission in the field has also been appointed and the nucleus of a United Nations relief organization is being created in South Korea.

The tragic plight of hundreds of thousands of refugees who have fled to the South of Korea calls for the immediate provision of relief services and supplies. Before the end of August incomplete reports gave the refugee population of South Korea as over 1,500,000, most of them living under pitiable conditions.

FIVE YEARS' WORK FOR VICTIMS OF WAR

UNESCO's Relief Assistance Service which is to be responsible for some of the work the Organization will carry out in support of United Nations action in Korea, has already five years' experience of co-operation in the rehabilitation of education in devastated countries. During this time, it has stimulated and co-ordinated the reconstruction work of international organizations, and in cases of particular urgency has distributed immediate relief.

As part of its relief work since 1946, Unesco has given special assistance to the children's communities in which war handicapped children are helped and re-educated. At one of these communities, The Children's Republic, at Moulin-Vieux, France, the boys, shown above in their printing shop, prepare and publish their own newspaper.

To raise funds for reconstruction, Unesco has organized campaigns which have brought in large sums of money. In 1948 and 1949 it published the "Book of Needs", the first volume of which deals with Europe and the second with Asia. They give a full and authoritative account of the losses suffered by the educational systems of each country as the result of the war, and showed more fortunate peoples how their generosity could best be applied.

There were many other special publications, calling attention to the specific needs of schools, laboratories, universities, libraries and museums which had suffered wartime destruction.

Two types of relief have been provided for emergency relief drawn from the regular budget of Unesco and funds raised through the Organization's appeals or campaigns or from direct gifts to Unesco. The following sums have been distributed:

	1947	1948	1949
From Unesco's regular budget	$375,381	310,000	198,000
Gifts forwarded to Unesco ..	22,830	223,433	217,290
Gifts in kind	60,000	—	—
	$458,211	533,433	415,290

EMERGENCY relief was provided for children in Greece and in the Middle East. In Greece, grants were allocated to ten primary schools, while in the Middle East thirty-nine temporary schools were opened for children in refugee camps immediately after the war in Palestine. Thirty-three thousand children are given a primary education in these schools by six hundred and thirty-eight teachers, themselves refugees.

Unesco has strongly supported the International Voluntary Work Camps whose work helps material reconstruction and develops international understanding.

Special help has been given to the International Federation of Children's Communities whose work and aims Unesco publicizes. Unesco has also sponsored this Federation's activities, such as the International Children's Camp organized at Moulin-Vieux in the Isère Valley, France, in 1949.

Since the establishment of the Reconstruction Department, now replaced by the Relief Assistance Service, 17 pamphlets, designed to solicit help for the cultural reconstruction of devastated countries, have been published. Unesco has produced a film on the problem of neglected children, and has made twenty-two radio recordings dealing with the work of cultural reconstruction. Travelling exhibitions have been prepared and despatched to the United States of America, Canada, the Netherlands and Germany in support of reconstruction campaigns. An exhibition dealing with the International Voluntary Work Camps was held in Belgium and several panels illustrating the work of the Service have been exhibited in the Salon de l'Enfance in Paris.

A general view of the Security Council conference room on June 27, during the vote of the Sanction Resolution presented by the U. S. A., which opened the way for unreserved military operations by the 59 U.N. Members. With the U. S. S. R. absent, and Yugoslavia voting against, the vote was seven to one in favour of the Resolution (Egypt and India reserving their vote until reception of instructions of their governments). The seven hands shown raised in favour of the resolution represent China, Cuba, Ecuador, France, Norway, United Kingdom and the U. S. A.

RESOLUTION ADOPTED BY SECURITY COUNCIL ON JUNE 25, 1950

THE SECURITY COUNCIL

Recalling the finding of the General Assembly in its resolution of October 21, 1949, that the Government of the Republic of Korea is a lawfully established government "having effective control and jurisdiction over that part of Korea where the United Nations Temporary Commission on Korea was able to observe and consult and in which the great majority of the people of Korea reside; and that this Government is based on elections which were a valid expression of the free will of the electorate of that part of Korea and which were observed by the Temporary Commission; and that this is the only such Government in Korea";

Mindful of the concern expressed by the General Assembly in its resolutions of December 12, 1948 and October 21, 1949, of the consequences which might follow unless Member states refrained from acts derogatory to the results sought to be achieved by the United Nations in bringing about the complete independence and unity of Korea; and the concern expressed that the situation described by the United Nations Commission on Korea in its report menaces the safety and well being of the Republic of Korea and of the people of Korea and might lead to open military conflict there:

Noting with grave concern the armed attack upon the Republic of Korea by forces from North Korea,

Determines that this action constitutes a breach of the peace,

I. *Calls for* the immediate cessation of hostilities; and

Calls upon the authorities of North Korea to withdraw forthwith their armed forces to the thirty-eighth parallel;

II. *Requests* the United Nations Commission on Korea

(*a*) To communicate its fully considered recommendations on the situation with the least possible delay;

(*b*) To observe the withdrawal of the North Korean forces to the thirty-eighth parallel; and

(*c*) To keep the Security Council informed on the execution of this resolution;

III. *Calls upon* all Members to render every assistance to the United Nations in the execution of this resolution and to refrain from giving assistance to the North Korean authorities.

ON JUNE 27, 1950

THE SECURITY COUNCIL

Having determined that the armed attack upon the Republic of Korea by forces from North Korea constitutes a breach of the peace,

Having called for an immediate cessation of hostilities, and

Having called upon the authorities of North Korea to withdraw forthwith their armed forces to the thirty-eighth parallel, and

Having noted from the report of the United Nations Commission for Korea that the authorities in North Korea have neither ceased hostilities nor withdrawn their armed forces to the thirty-eighth parallel and that urgent military measures are required to restore international peace and security,

Having noted the appeal from the Republic of Korea to the United Nations for immediate and effective steps to secure peace and security,

Recommends that the Members of the United Nations furnish such assistance to the Republic of Korea as may be necessary to repel the armed attack and to restore international peace and security in the area.

RESOLUTION ADOPTED BY THE SECURITY COUNCIL ON JULY 7, 1950

THE SECURITY COUNCIL

Having determined that the armed attack upon the Republic of Korea by forces from North Korea constitutes a breach of the peace,

Having recommended that Members of the United Nations furnish such assistance to the Republic of Korea as may be necessary to repel the armed attack and to restore international peace and security in the area,

1. *Welcomes* the prompt and vigorous support which governments and people of the United Nations have given to its Resolutions of 25 and 27 June 1950 to assist the Republic of Korea in defending itself against armed attack and thus to restore international peace and security in the area;

2. *Notes* that Members of the United Nations have transmitted to the United Nations offers of assistance for the Republic of Korea;

3. *Recommends* that all Members providing military forces and other assistance pursuant to the aforesaid Security Council resolutions make such forces and other assistance available to a unified command under the United States;

4. *Requests* the United States to designate the commander of such forces;

5. *Authorizes* the unified command at its discretion to use the United Nations flag in the course of operations against North Korean forces concurrently with the flags of the various nations participating;

6. *Requests* the United States to provide the Security Council with reports as appropriate on the course of action taken under the unified command.

"...DETERMINED Succeeding Ge From Th Of Va

A major proportion of this issue of the Unesco the work which is to be undertaken by Un of the Secretary-General of the United N the Unesco Executive Board, to provide

1) emergency relief and eventual restruct and culture for the people of Ko

2) information, through Unesco m and facilities about the United Nations and i cular emphasis on the necessity co

Accordingly on pages 1 and 3 a publis Unesco Executive Board, 28 August 195 Also of the meeting of the Executive Board dec Torres Bodet, and a story of the world-wide teaching, to children and adults, of the princip

On page 5 are stories about post-w edu summary of the educational relief mission prepared to undertake in Korea and critical n by Unesco in other war-devastated countries.

On page 12 is a story about the ancient cu than 2,000 years so little known in other parts

On these centre pages are publis exce ments in man's history, the Charter of Un cisco, 26 June 1945. Like other historic mati and human dignity, this document is little It is like them, too, in the fact that it has eater in days which seem darkest, for it be with the United Nations are "DETERMINED" sav scourge of war."

We therefore publish Chapter I. Arts 1, purposes of the United Nations, and pter with action with respect to threats to peace of aggression. The Security Council has Un resolutions dealing with the situation Kor these pages resolutions adopted by the Securit and 31 July.

From The United Nations (co

CHAPTER I

PURPOSES AND PRINCIPLES

Article 1

The Purposes of the United Nations are:

1. To maintain international peace and security, and to that end: to take effective collective measures for the prevention and removal of threats to the peace, and for the suppression of acts of aggression or other breaches of the peace, and to bring about by peaceful means, and in conformity with the principles of justice and international law, adjustment or settlement of international disputes or situations which might lead to a breach of the peace;

2. To develop friendly relations among nations based on respect for the principle of equal rights and self-determination of peoples, and to take other appropriate measures to strengthen universal peace;

3. To achieve international cooperation in solving international problems of an economic, social, cultural, or humanitarian character, and in promoting and encouraging respect for human rights and for fundamental freedoms for all without distinction as to race, sex, language, or religion; and

4. To be a center for harmonizing the actions of nations in the attainment of these common ends.

★ ★

CHAPTER VII

ACTION WITH RESPECT TO THREATS TO THE PEACE, BREACHES OF THE PEACE, AND ACTS OF AGGRESSION

Article 39

The Security Council shall determine the existence of any threat to the peace, breach of the peace, or act of aggression and shall make recommendations, or decide what measures shall be taken in accordance with Articles 41 and 42, to maintain or restore international peace and security.

Article 40

In order to prevent an aggravation of the situation the Security Council may, before making the recommendations or deciding upon the measures provided for in Article 39, call upon the parties concerned to comply with such provisional measures as it deems necessary or desirable. Such provisional measures shall be without prejudice to the rights, claims, or position of the parties concerned. The Security Council shall duly take account of failure to comply with such provisional measures.

Article 41

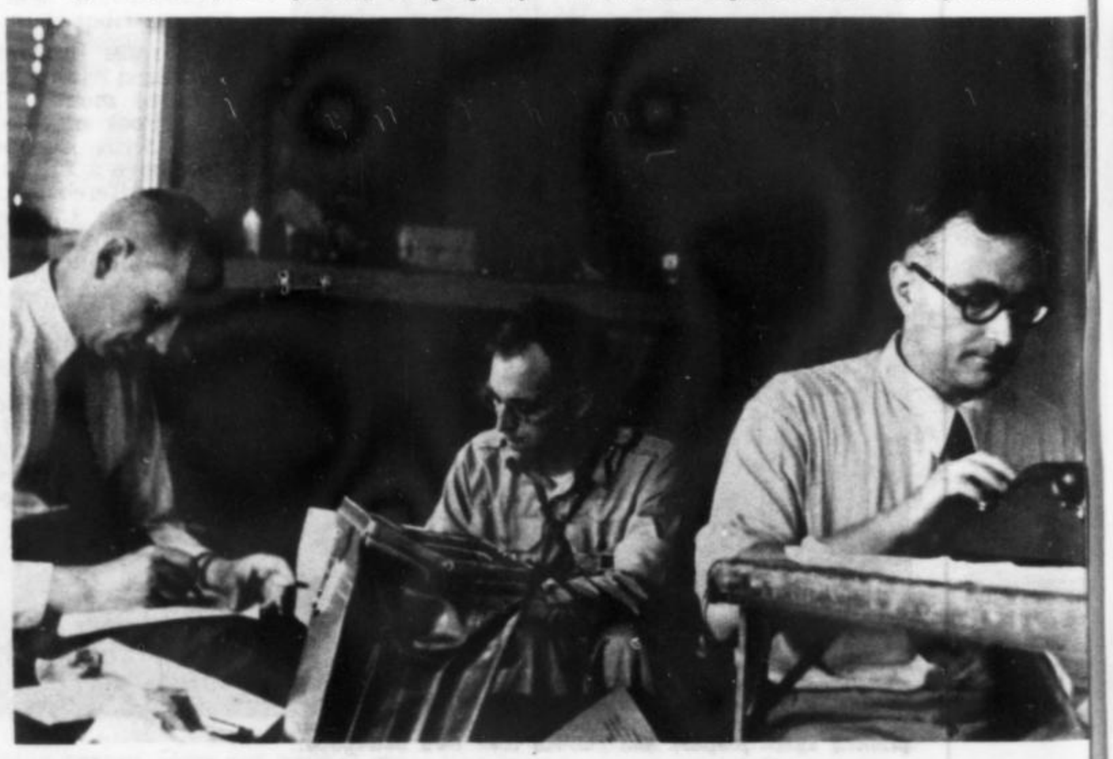
The Security Council may decide what measures not involving the use of armed force are to be employed to give effect to its decisions, and it may call upon the Members of the United Nations to apply such measures. These may include complete or partial interruption of economic relations and of rail, sea, air, postal, telegraphic, radio, and other means of communication, and the severance of diplomatic relations.

Article 42

Should the Security Council consider that measures provided for in Article 41 would be inadequate or have proved to be inadequate, it may take such action by air, sea, or land forces as may be necessary to maintain or restore international peace and security. Such action may include demonstrations, blockade, and other operations by air, sea, or land forces of Members of the United Nations.

Article 43

1. All Members of the United Nations, in order to contribute to the maintenance of international peace and security, undertake



Members of the secretariat of the U.N. Commission on Korea at work. From left to right : Mr. Cecil Goyder, Telecommunications Officer ; Mr. John Gaillard, Acting Deputy Principal Secretary ; and Mr. Charles Coates, Political Officer.

...ED To Save ...g Generations ...n Scourge ... War..."

...of the Unesco Courier is devoted to accounts of ...rtaken by Unesco, in compliance with the request ...the United Nations and upon the instructions of ...vide...

...al reconstruction in the field of education, science ...d Kr...

...e m... and through all Unesco's educational ...ati... and its Specialized Agencies, with parti... ...essity for collective security.

...3 published the resolutions passed by the ... 195... Also on page 3 and page 8 are accounts ...Boar... declaration by Director-General Jaime ... wo... already initiated by Unesco to improve ... the principles of the United Nations.

...pos... educational developments in Korea, a ... ...reconstruction activities which Unesco is ...d a... trial record of similar work accomplished ... co...s.

...e a... cient culture of the Korean people, for more ... oth... parts of the world.

...ubli... excerpts from one of the noblest docu... ...er ... United Nations adopted at San Fran... ...oric... mations of human rights, human freedom ... is ... little known by the peoples of the world. ...t ha... greatest meaning and importance precisely ... be... with the declaration that the peoples of ...INE... save succeeding generations from the ...

...I. Ar... 1, of the Charter, which sets forth the ...nd ...pter VII, Articles 39 through 43, dealing ... to peace, breaches of the peace, and acts ...cil ... United Nations has passed a series of ...ati... Korea. Accordingly, we reproduce on ... the Security Council on 25 June, 27 June, 7 July

...harter

...to make available to the Security Council, on its call and in accordance with a special agreement or agreements, armed forces, assistance, and facilities, including rights of passage, necessary for the purpose of maintaining international peace and security.

2. Such agreement or agreements shall govern the numbers and types of forces, their degree of readiness and general location, and the nature of the facilities and assistance to be provided.

3. The agreement or agreements shall be negotiated as soon as possible on the initiative of the Security Council. They shall be concluded between the Security Council and Members or between the Security Council and groups of Members and shall be subject to ratification by the signatory states in accordance with their respective constitutional processes.

On July 30, a public meeting of the U.N. Commission on Korea was held in Taegu, the provisional capital of the Republic of Korea. A large audience heard each member of the Commission reaffirm his country's determination to support the United Nations in Korea.

SECURITY COUNCIL RESOLUTION OF JULY 31, 1950

THE SECURITY COUNCIL,

RECOGNIZING the hardships and privations to which the people of Korea are being subjected as a result of the continual prosecution by the North Korean forces of their unlawful attack, and

APPRECIATING the spontaneous offers of assistance to the Korean people which have been made by governments, specialized agencies, and non-governmental organizations,

REQUESTS the Unified Command to exercise responsibility for determining the requirements for the relief and support of the civilian population of Korea, and for establishing in the field the procedures for providing such relief and support;

REQUESTS the Secretary-General to transmit all offers of assistance for relief and support to the Unified Command;

REQUESTS the Unified Command to provide the Security Council with reports, as appropriate, on its relief activities;

REQUESTS the Secretary-General, the Economic and Social Council in accordance with Article 65 of the Charter, other appropriate United Nations principal and subsidiary organs, the specialized agencies in accordance with the terms of their respective agreements with the United Nations, and appropriate non-governmental organizations to provide such assistance as the Unified Command may request for the relief and support of the civilian population of Korea, and as appropriate in connection with the responsibilities being carried out by the Unified Command on behalf of the Security Council.

When the U.N. Commission on Korea held a public meeting in Taegu on July 30..its first since the outbreak of war..some 6,000 people for whom there was no room in the Cultural Hall, waited outside, listening to the proceedings over loud-speakers.

On May 10, 1948, elections took place in Southern Korea under the supervision of the United Nations Temporary Commission on Korea. Here, Koreans are shown waiting to cast their votes.

Dr. Kamil Idil, Representative of Turkey to the United Nations Commission on Korea, at left, visiting a refugee centre at Pusan, with Dr. M.-M. Lee (right), Korean interpreter of the Commission.

Colonel Alfred G. Katzin (left) Personal Representative of the U.N. Secretary-General during a visit to the temporary headquarters of the Commission on Korea. With Colonel Katzin are Mr. A.-B. Jamieson (centre), Australia, and Dr. Liu Yu-Wan, Commission Chairman during the outbreak of fighting. In the background is Mr. George Movshon, U.N. Secretariat.

UNESCO TO ASSIST UNITED NATIONS ACTION IN KOREA

Executive Board unanimously votes 6-point programme

(Continued from page 3)

Korea, Mr. Torres Bodet pointed out that *"the activities we can undertake consist in sharing, to the full measure of our abilities, in the reconstruction of Korea, just as we are already contributing to that of many war-devastated countries."*

Mr. Torres Bodet also defined Unesco's attitude toward aggression. *"In condemning aggression wherever it appears"*, he said, *"Unesco adopts an attitude consonant with the notion of peace within the law which its Constitution proclaims... Far from being an instrument of ideological war, our Institution is first and foremost an organ of education for peace under the law"*.

Human Rights In Peril

In order that Unesco may aid the United Nations in eliminating the dangers of war more effectively, the Board stressed the view that "it is particularly urgent at this moment when human solidarity is under trial and when human rights are in peril, that still wider and more active support should be given to the execution of its mission, by Governments and National Commissions of Member States".

Ten members of the Board spoke in connection with their support of the help which Unesco proposes to provide to the Korean civilian population in answer to the United Nations' appeal.

M. Hassan el Diwani, speaking on behalf of Shafik Ghorbal bey, Under Secretary of State of the Egyptian Ministry of Public Instruction, said that he vigorously condemned aggression and that *"the vigour and the promptitude with which the United Nations have dealt with the conflict in Korea contrasts with their attitude vis-à-vis other cases of aggression and of violation of sovereignty of others members of the Organization"*.

Luther H. Evans, Library of Congress of the United States, stressed the duties of Unesco in relation to the United Nations. *"The duty of Unesco is plain"*, he said. *"It must fulfil its obligation to the United Nations by explaining to the peoples of the world, with the help of teachers, scholars, writers and other leaders in the communication of knowledge and ideas, that the issue in Korea is clearly drawn between the defense of peace and permitting brute aggression to succeed... Unesco can have no greater task than to uphold the United Nations as the defender of peace, and must do its full part in rebuilding the shattered life of the Korean nation."*

A Great Revival Of Confidence

Sardar Malik, Ambassador of India in Paris, said the decision of the Board was the answer of Unesco to the appeal of the United Nations, and that the contribution of Unesco would be of inestimable value for the Korean civilian population. *"All this is very valuable"*, he declared. *"But, looking at it from a wider angle, the work that lies ahead of us in the field of education is even more important. We can eliminate war only if the whole world is convinced that aggression cannot be tolerated, that the great principles of human rights, of the rule of law, of social and economic justice, and of collective security, are vital principles that each and every one of us must be prepared to accept and help to enforce."*

M. Roger Seydoux, Director of Cultural Exchanges at the French Ministry of Foreign Affairs, contrasted the speed with which the United Nations took its stand and sent forces to Korea with the hesitancies about plans for sanctions at the time of the League of Nations. *"The first soldier of the United Nations who disembarked in Korea"*, he said, *"started a great revival of confidence in the United Nations throughout the world, and increased the feeling that any breach of international law might expect to be punished"*.

"In response to requests from the United Nations and the Economic and Social Council for help from the Specialized Agencies", said M. Seydoux, *"we are giving our help in complete fidelity to our mission, by using the only means at our disposal, and in strict conformity with the terms of our Constitution — to promote peace, by education, science and culture"*.

The Duty Of Philosophers

Professor Paulo Carneiro, permanent delegate of Brazil to Unesco, recalled a remark made by a woman to a philosopher. *"The duty of philosophers"*, she said, *"is to stand up against swords without carrying swords"*. This, according to Professor Carneiro, is the mission of Unesco. *"Morality"*, he added, *"must not be subordinated to politics, and there can be no morality where the spirit which inspires Unesco is absent. We associate ourselves with the crusade for peace in order that we may build a peace based upon justice and the respect for law"*.

The importance and meaning of the Board's decision were also stressed by a number of other members, including Senora Geronima Pecson, member of the Senate of the Philippines ; Professor Alex Photiades of Greece ; Dr. Rafael Jimenez of Colombia ; Monsignor Jean Maroun of Lebanon ; and M. Kudsi Tecer of Turkey.

In a statement to the Board, Benjamin Cohen, Assistant Secretary-General of the United Nations in charge of information, conveyed to the members the thanks of Mr. Trygve Lie, Secretary-General, for the speed with which they had responded favourably to the request of the United Nations. *"While men are dying in Korea"*, he said, *"the United Nations Organization does not confine itself to the task of repelling aggression. It is also working to restore the normalcy of the lives of the peoples who are suffering from the effects of the aggression in order to help them bridge this terrible period until peace has been restored.*

Mr. Benjamin Cohen, Assistant Secretary-General of the United Nations in charge of Public Information, thanked, on behalf of Mr. Trygve Lie, U. N. Secretary-General, the Unesco Executive Board for its response to the call for assistance in Korea. Mr. Cohen is shown here (right), with M. Jaime Torres Bodet, Director-General of Unesco (centre) and Mr. Lionel Elvin, Head of Unesco's Education Department.

UNESCO OPENING CAMPAIGN TO HELP TEACHING OF UNITED NATIONS PRINCIPLES

Unesco is undertaking an intensive campaign to improve the teaching of the principles of the United Nations in schools, adult classes and universities of Member States throughout the world. Particular emphasis is being put on the necessity for collective security, based on respect for law.

The campaign, while continuing Unesco's normal activities as an organ of education about United Nations principles of peace through collective security, is intended to encourage more effective and dynamic methods of teaching these principles.

To assist members of teaching staffs, adult educators, university professors and others concerned with teaching, Unesco is asking distinguished writers in a number of countries to prepare in close collaboration with the United Nations, written and audio-visual teaching materials. These include pamphlets, books, maps, charts and bulletins adapted to the various levels of instruction, ranging from those designed to present the case for collective security in an elementary school manner to scholarly studies on the concept of international law written by leading experts.

Teaching Aids For All Levels

Three types of written material are being prepared in the French, English and Spanish languages for distribution to Unesco's National Commissions. These will include a pamphlet designed for use in high schools and adult classes; a simplified version of this pamphlet supplemented by advice about practical class room methods for the teaching of collective security and other UN principles; third, a book for a public on a more advanced educational level.

The visual teaching materials include wall charts and coloured maps which can be reproduced in black and white to permit wide class-room distribution. It is expected that National Commissions in countries where instruction is given in languages other than French, Spanish and English will arrange for translations and adaptations.

Unesco is arranging for an initial printing of 10,000 copies each of the two kinds of pamphlets, and of 12,000 for maps and wall charts. But the programme is based on the assumption that National Commissions will arrange for reprinting and distribution of many times these totals.

In carrying out the educational campaign Unesco will not only be putting into effect the unanimous decision of its Executive Board that the Organization should, within its resources and province of activity, develop teaching about the UN. It is also using the present international situation as the point of departure for increased activity in an area assigned to it by its Constitution — help for teaching that tends to lead toward the abolition of war, the replacement of violence by reason, and the substitution of solidarity for international rivalry.

Unesco is also carrying out the instructions of its Executive Board that it put at the disposal of the Secretary General of the United Nations two specialists in the field of education with orders to co-operate with the UN Secretariat in order to assemble relevant documentation in connection with the United Nations action.

DIRECTOR-GENERAL OUTLINES BACKGROUND FOR ACTION

(Continued from page 3)

"Assistance by Unesco to the Security Council, under the arrangements for co-operation between the Economic and Social Council and ourselves, is covered by Article VIII of the Agreement between Unesco and the United Nations, which reads as follows:

"'The United Nations Educational, Scientific and Cultural Organization agrees to co-operate with the Economic and Social Council in furnishing such information and rendering such assistance to the Security Council as that Council may request including assistance in carrying out decisions of the Security Council for the maintenance or restoration of international peace and security.'

"The procedure for giving effect to recommendations of the United Nations is laid down in Article V of the same agreement, of which the first paragraph stipulates more particularly:

"'The United Nations Educational, Scientific and Cultural Organization having regard to the obligation of the United Nations to promote the objectives set forth in Article 55 of the Charter and the function and power of the Council, under Article 62 of the Charter, to make or initiate studies and reports with respect to international economic, social, cultural, educational, health and related matters and to make recommendations concerning these matters to the Specialized Agencies concerned, and having regard, also, to the responsibility of the United Nations, under Articles 58 and 63 of the Charter, to make recommendations for the co-ordination of the policies and activities of such Specialized Agencies, agrees to arrange for the submission, as soon as possible, to the appropriate organ of the Organization of all formal recommendations which the United Nations may take to it.'"

A Vast Job To Be Done

"The Secretary-General of the United Nations formally notified me of the resolution of the Economic and Social Council by letter dated 22 August. Yesterday afternoon, Mr. Benjamin Cohen, Assistant Secretary-General for Information, whom I am glad to welcome among us, handed to me a letter from Mr. Trygve Lie, the relevant passages of which I should like to read to you:

"'I should be glad to make available to Unesco information collected and material already prepared by the Secretariat so that Unesco could both assist in distributing this material and also use it to prepare its own material for distribution through its channels.

"'There is a vast job to be done in educational circles—among the schools, colleges, universities, and learned societies of the world—and Unesco will be playing a very vital role if it can effectively inform these circles.'

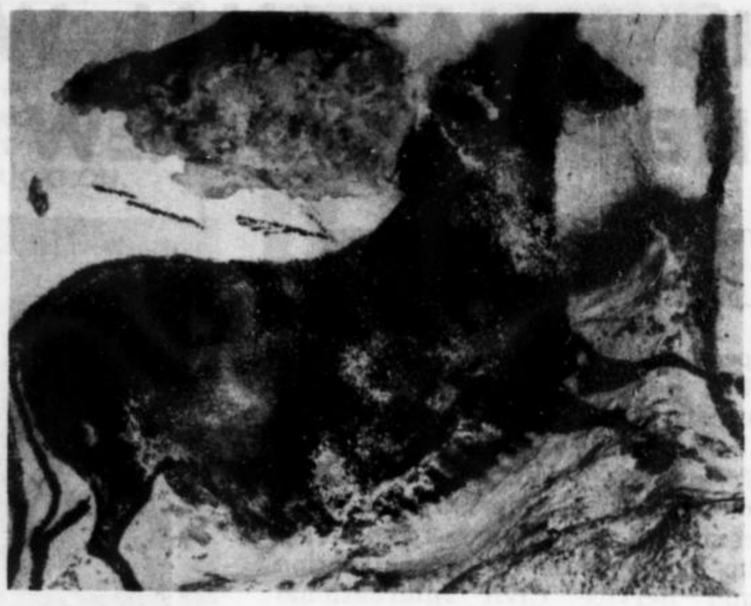
"Mr. Cohen will explain to you that we have discovered a similar need among the armed forces in Korea and I have taken steps to make available to the armed forces a highly competent person thoroughly acquainted with the United Nations to assist the Unified Command in acquainting the armed forces in Korea with the aims and purposes of the United Nations and especially with the nature of the action being taken in Korea...

"...In a world torn by anxiety, daily threatened by new dangers, further effort is daily required. I am persuaded that the Executive Board will have at heart the wish to show that, within its proper sphere, Unesco is up to the measure of its duties."

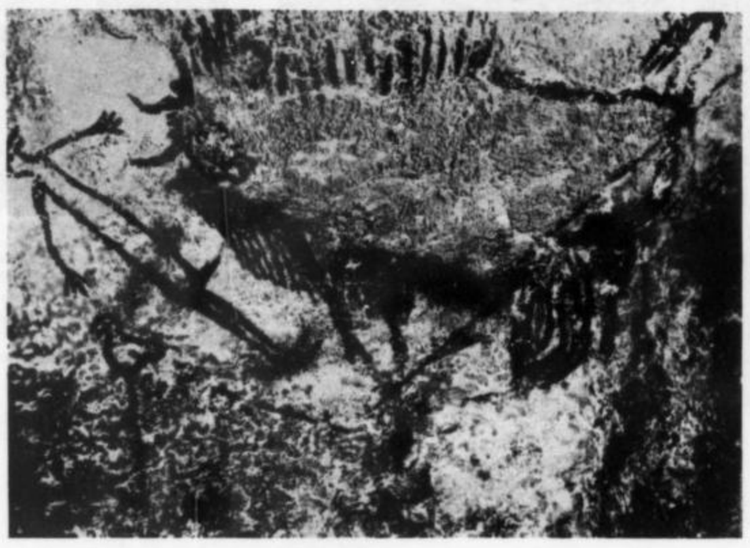
"LASCAUX : Cradle of Man's Art"

A unique colour film opens a door into the past

The largest mural in the Lascaux cave, where about 500 paintings of animals were found. Close to many of the paintings are curious eye-like signs, probably meant to represent the magical eye of the hunter, and placed there to ensure success in the hunt.



Like all other female animals on the walls of the cave, this Chinese-like horse is pregnant, expressing a wish by the men who made the paintings that their food supply be assured. The darts behind the animal are magic symbols of the wish for hunting success.



In a deep and almost inaccessible shaft, the archaeologists exploring the cave found what was probably the record of some prehistoric drama. It showed a man with a bird's head, apparently dead — the only human figure among the Lascaux paintings. Close by were a totem-like bird and a bison pierced through with a spear.

The original opening to the Lascaux cave through which the two boys shown in this photograph, Ravidat and Marsal, found their way to the storehouse of prehistoric art. With the boys are (left) M. Léon Laval, a member of the « Société Prehistorique Française » and the Abbé Breuil, an eminent French archaeologist.

CREDITS

Title : Lascaux, Cradle of Man's Art.
Written and directed by : William Chapman.
Photographer : William Sumits.
Film Editors : Stefan Bodnariuk, William Rudy.
Electrician : Pierre Guesseau.
Assistant : William Chapman, Jr.
Technical Aid : Meyer Rosenbloom.

The film is for sale to universities, colleges, schools, museums and community groups for non-commercial use only. It may be obtained from Gotham Films, 31 East 21st Street, New York.

ONE day, in September 1940, two French boys, Marsal and Ravidat, were walking along a wooded ridge above the Vézère River, near the village of Montignac in Southwest France. Their dog Robot chased a rabbit into a deep hole and in attempting to rescue the dog, the children worked their way down into a cave which subsequently proved to contain the finest collection of pre-historic paintings yet found.

Although similar paintings had been found in other caves and rock shelters in this region, those at Lascaux were unique in their excellent state of preservation, many being as vividly etched and coloured as when they were painted at various times between 12,000 *and* 30,000 *years ago.*

It was only after the Liberation of France that other countries learned of this important discovery. Among the journalists who visited the cave was an American, William Chapman, who, having already seen several art films based on direct photography of the paintings of great masters, conceived the idea of bringing the prehistoric paintings of Lascaux to the screen.

It was not until 1948 that he was able to carry out his project. He had never before made a film and he had to overcome many technical difficulties. All his heavy equipment, for example, had to be hauled up the hillside by oxen.

Chapman used colour film from the United States, and took his shots with a camera loaned from London, with the aid of lighting provided by a French electrician. He was encouraged in his work by Robert Flaherty, the well-known producer of documentary films and a grant from the "Viking Fund" enabled him to finish his work.

The result, "*Lascaux : Cradle of Man's Art*", which has just been shown for the first time in Europe at the Antibes Film Festival, is a remarkable colour film of the paintings that cover the limestone walls.

There are paintings of deer, bison, wild horses, bulls, a totem-like bird and many others. Some animals are shown pursued by dots and arrows, magic symbols for hunting success, it is thought. All the female animals are pregnant, signifying a wish that the food supply continue. There is one remarkable picture of a horse, his body shaded to indicate a third dimension, his head turned and fore-shortened, his ears shown in a natural way. This may be the first discovered painting that attempts modern perspective. Then, there are paintings on top of paintings, done thousands of years apart.

Only One Human Figure

ONE large section of the cave is covered with huge black bulls, some of them twenty feet long and worked in among them are other animals like galloping ponies. Nowhere in the history of cave painting have animals as large as these ever been found. There is only one human figure in the cave; it is shown with bison and a totem-like bird. There are also multitudinous symbols and dots which may be the beginnings of writing and mathematics.

Everything has been successfully captured on film and the commentary, spoken by Mr. Chapman himself, is intelligently helpful to an appreciation of the drawings.

Temple Of The Hunters

SCHOLARS *think that the cave found by the boys in* 1940 *and since called Lascaux, was a temple devoted to securing, through magic, an abundance of food in those remote times when man was solely a hunter, before he had learned to sow crops and before he had domesticated animals.*. In addition to showing the cave paintings, the film also shows some of the sites in the region, where many important discoveries about pre-historic man have been made. Lascaux opens a door into the past and it emphasizes the rapidly growing belief that the teaching of history must soon begin with pre-history.

The study of pre-history is only about a hundred years old. And it was not until the paintings in the Spanish caves at Altimira were found in 1879 that anyone thought of ancient man as an artist.

Through this and subsequent discoveries, culminating in the amazing find at Lascaux, scientists are gradually taking a new view of mankind's early history.

Chapman's 16 mm sound and colour film which runs for 17 minutes was made especially for universities, colleges, schools, museums and community groups.

Lascaux has been called : "*The capital of a lost continent in the mind of prehistoric man*". Certainly for those interested in art, archaeology, anthropology, humanities and kindred subjects, this film offers insight, inspiration and opportunity for countless hours of study.

Dr. Robert C. Angell, head of the "Tensions and International Understanding" project of Unesco's Social Sciences Programme, since September 1949, left Paris last month to return to his former position as Chairman of the Sociology Department of the University of Michigan. Since the sudden death of Dr. Arthur Ramos, last October, Dr. Angell had served as acting head of Unesco's Social Sciences Department. Dr. Angell returned to the United States on September 1st to attend the annual meeting of the American Sociological Society of which he was recently elected president. He is taking up his presidential duties at the end of the meeting.

Mrs. Alva Myrdal, Principal Director of the Department of Social Affairs, of the United Nations since February 1949, has now taken charge of Unesco's Department of Social Sciences.

Mrs. Myrdal, an outstanding sociologist, has had a distinguished career as an educationist and leader in social affairs. From 1936 to 1948, she directed the Training College for Pre-School Teachers, in Stockholm, which she founded.

From 1944 to 1948, Mrs. Myrdal served with many international organizations including the International Union for the Scientific Study of Populations, the International Federation of University Women, the World Federation of UN Associations, and the World Council for Early Childhood Education.

INTERNATIONAL WORK CAMP VOLUNTEERS BRING HELP — AND NEW HOPE — TO A FRENCH VILLAGE

EVERYONE looks forward to his or her annual holiday as a time of relaxation and it is rare to hear or read of people who voluntarily give up this leisure time to work for others.

This summer, 120 young people from sixteen different countries, met in two international work camps in the French Landes, set up by Jeunesse et Reconstruction and Service Civil International under the auspices of the French National Commission for Unesco which provided the funds. These young people gave up their month's vacation to help the people of Saugnac, a village whose population had dwindled from 1,800 to 650 as the result of repeated forest fires in the region.

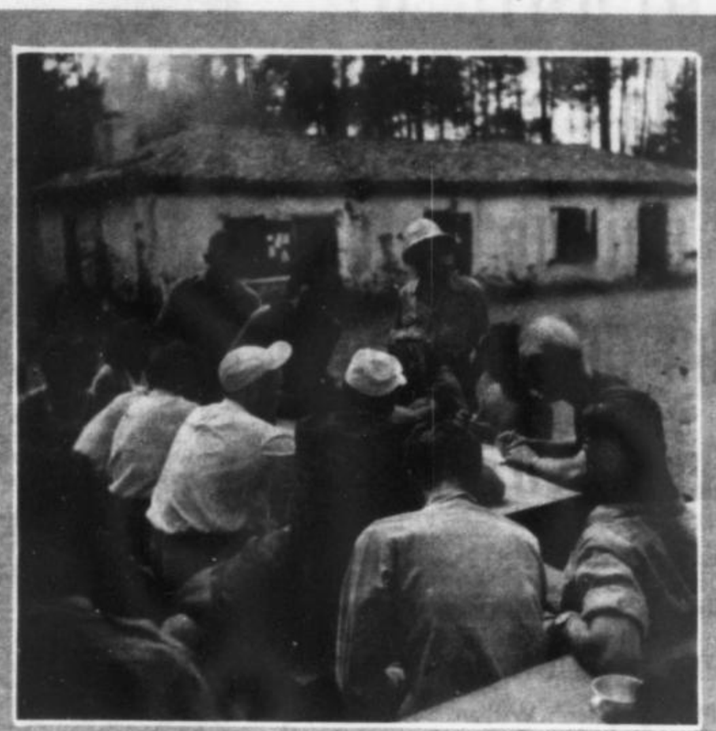
Using scythes and spades, they dug mile after mile of fire breaks to check future forest fires. They tilled the soil and made it ready for crops. They cleared land which was charred brush as a result of past fires. They lived in tents and primitive shacks where they did their own cooking and washing.

At the end of the day, they gathered around wooden tables to talk and to deepen friendships begun while they worked side by side in the fields. It was an enlivening and stimulating experience for these young folk who came from all walks of life — students, workers, sailors, teachers, dancers and journalists — and whose homes lay as far apart as Yugoslavia and Chile, Finland and New Zealand.

In their leisure time they read books from the Unesco Library set up in the camp, or exchanged personal experiences. All the while, they were gaining an insight into the life of their new friends from other lands and an affection for the "Landais" whose soil they were helping to bring back to fertility.

They left many friends behind them in the village of Saugnac et Muret. The work done by these international work camps gave the villagers fresh heart and confidence for the future.

Swinging axes and scythes, these Yugoslav volunteers cut fire-breaks in the undergrowth near the village of Saugnac et Muret, in the Landes countryside of southern France. Under a plan prepared by the French Ministry of Agriculture, large parts of the forest lands will be turned over to agriculture and pasture. This will help to check the spread of any future outbreaks.



In front of a ramshackle house which served as quarters for the girls in the Landes work camp, volunteers from many countries gather to plan their work for the day. Even after a working day which started at 6 a.m., these young people had sufficient enthusiasm and energy to take part in study groups and discussions and to organize camp entertainments.

It was a young Frenchman, Jean Guichot (shown here standing on the tractor) who inspired Unesco and the International Work Camps to organize the Summer camp in the Landes.

" At the end of the day, the work camp volunteers gather around tables to talk and to deepen friendships begun while they worked side by side in the fields."
(Photos : Gloria Hoffman.)

EUROPE'S ORPHANS LEARN TO LIVE AGAIN — AND TO LAUGH

Some child war victims from European children's communities at the international camp in the castle of Sanem at Esch-sur-Alzette, Luxembourg. To repay the kindness of Luxembourg school children who contributed towards the cost of the camp, these youngsters repaired and decorated a room in the castle, now being turned into a permanent community for the children of Luxembourg.

THIS summer one of the most beautiful buildings in Luxembourg, the castle of Sanem, at Esch-sur-Alzette, became for one month, a Europe in miniature. Forty children — all war victims — aged between 14 and 17, arrived there and set up an international, self-governing camp. Among them were Dutch, Germans, Italians, Swiss, Belgians, French and English.

They came from some of the children's communities which have sprung up all over Europe in the past few years. In these communities live boys and girls whose parents have been killed or deported children who have become delinquents for lack of proper home life, and who have been taken off the streets and out of unhealthy slums to be given the chance of becoming self-respecting and respected members of a community.

On the invitation of the Luxembourg Teachers' Federation, the camp was organized under the auspices of Unesco and the FICE (Federation Internationale de Communautés d'Enfants). The castle of Sanem was loaned to the FICE by the Commune of Esch-sur-Alzette and contributions from Luxembourg school-children provided the up-keep of their guests from other countries.

As a token of thanks to their hosts, the children attending the camp, repaired and decorated a room in the castle, which is now being turned into a permanent community for the children of Luxembourg.

Excursions were arranged so that the children could learn about their host country. Living and working together, they wrote and produced plays in five languages and composed songs and verses.

One result of this mingling of different nationalities was an appeal drafted by them and addressed to all children's communities. It called on the Communities to unite in efforts to :

"prevent new wars from setting the youth of the world against each other" ; and,

"improve the spirit of responsibility and constructive work in all communities and collaboration between them". "

The Sanem camp also provided an opportunity for educationists to observe the psychological and physical development of the children, most of whom have suffered mentally and physically from their experiences during and since the war.

Before they left the Sanem camp last month, the children decided to organize and finance a similar camp next year and formed an international secretariat, in which they invited FICE to join. In the meantime, they intend to publish their own periodical review. A member of the Renaissance Community in Rome will assemble and edit the material and send it to Odenwaldschule in Germany for printing. From there it will go out to children's communities — each contribution being printed in its original language.

UNESCO-CARE PROGRAMME IS HELPING WAR-HIT LIBRARIES

DURING the past year, nearly $ 900,000 worth of new books have reached the shelves of war-damaged and depleted libraries in twenty-three countries under the programme operated by CARE (Cooperative for American Remittances to Europe and Asia) at the instigation and with the co-operation of Unesco.

These books, providing the latest available information for technical studies on such subjects as applied science, medicine, forestry, pedagogy and many others, were the gift of professional groups, colleges, research councils, women's organizations and private individuals in the United States.

Purchases were made by CARE on the basis of lists supplied by Unesco, reflecting the greatest needs of libraries in all parts of the world. Help was also given by publishers who offered discounts to cover the cost of packing and export, and from customs authorities who waived duties on the cases of books.

In addition, arrangements were made for 60,000 volumes of new and used books and periodicals not on the established lists to be distributed through Member Agencies.

I KNOW NO SAFE DEPOSITORY OF THE ULTIMATE POWERS OF SOCIETY BUT THE PEOPLE THEMSELVES; AND IF WE THINK THEM NOT ENLIGHTENED ENOUGH TO EXERCISE THEIR CONTROL WITH A WHOLESOME DIRECTION, THE REMEDY IS NOT TO TAKE IT FROM THEM, BUT TO INFORM THEIR DISCRETION THROUGH EDUCATION.

FROM A LETTER WRITTEN BY THOMAS JEFFERSON IN 1820.

ECUADOR'S NEWSPAPERS LEAD A NATION-WIDE FIGHT AGAINST ILLITERACY

IN 1934, a newspaper in Guayaquil, Ecuador, "*El Telegrafo*", began to devote space in its columns to weekly lessons suitable for teaching illiterates to read. From this small beginning has grown a nation-wide campaign, started and backed by the National Press Union (Union Nacional de Periodistas) of Ecuador.

In this unique experiment — the only anti-illiteracy campaign organized and directed by a group of newspapers — the National Press Union has used the organs of press and radio to give the campaign wide publicity throughout the country.

"*Co-operation Committees*" have been set up in towns and villages, composed of representatives of cultural associations, administrative bodies, municipal councils, workers' organizations and members of the clergy. These have mobilized teachers and private individuals to help in the campaign and have encouraged illiterates to join the classes.

To support the scheme, the Government of Ecuador has issued two series of stamps, each having a total value of 500,000 sucres (about $30,000).

The campaign organized by the National Press Union which began in 1942, and another on a smaller scale instituted by the Liga de Ensenanza de Analfabetes de Guayaquil the following year were originally private enterprises.

At the village of Chibuleo in the Province of Tungurahua, a volunteer from one of the regional offices of the Ecuadorian National Press Union explains to an Indian instructor how to use the "cartilla", an elementary illustrated reader.

For the anti-illiteracy campaign organized by the National Press Union in Ecuador, teachers are recruited from all sections of the population. Here, Chief Gualavisi, of the Indian village of Pingulmi, Pichincha Province, teaches one of the village women to read.

Diploma Of Citizenship

IN 1945, however, the Government passed a law which aimed at making every citizen of Ecuador able to read and write. **Just how immense a task this represents is indicated by statistics published in 1944, according to which 52 % of Ecuador's population of 3,400,000 was illiterate at that time.**

The problem of illiteracy is also complicated by the fact that 27 % of the population is Indian, most of whom are illiterate and who speak Quechua. A large number have no knowledge of Spanish.

For the Indians who have a fair knowledge of Spanish, the National Press Union prepared "**cartillas**", or elementary illustrated readers, in this language. For those knowing very little Spanish, there is a "**cartilla**" with explanations in Quechua, but the pupil is taught to read and write in Spanish.

Teachers are recruited from among all sections of the literate population, but as it is impossible to pay them any salary, a system of bonuses is used, the teacher in each campaign area claiming the most new-literates gaining a prize of 1,000 sucres ($ 60) and any teacher with eight literate pupils to his credit qualifying for a 100 sucre bonus.

A "**Diploma of Patriotism**" is also awarded to teachers and a "**Citizen's Diploma**" to every successful candidate in the examinations. This "**Citizen's Diploma**" is not merely a certificate of merit: it carries with it the right of the holder to fill a public post, to vote and to be elected as a representative of the people.

As the campaign organisers declared in a slogan publicized all over the country: "**One less illiterate means one more citizen.**"

A "Cartilla" For Everyone

OVER a thousand school-centres have been set up in the different provinces since 1944. These centres organise the classes which are held in schools, barns, factories and in the open air, sometimes with as few as 5 or 6 pupils. Class times are arranged to meet local conditions and work. Factory workers, for example, attend in the evenings and waiters during the afternoons. Each pupil is given a pencil and a "**cartilla**" distributed by the National Press Union.

Instruction is given on two levels: pupils are first taught reading, writing and a little arithmetic, and then after gaining their "Citizen's Diploma", they can join the second course where they study texts on history, geography, civics, ethics, hygiene and feeding. Unfortunately this second stage of the campaign has been less successful than the first. Many of the pupils were not interested in continuing the classes, and there is also a lack of teachers to give instruction in the more specialised subjects.

Despite the efforts already made, an enormous task still awaits the organization and individuals carrying out the campaign. One of the new and promising developments in the work is the launching this year by the Ecuador Government of a mobile service SARE (Service Ambulante Rural Equatoriano). This will carry the campaign into those parts of the country which are more or less cut off from normal means of communication.

It happened in October...

"It was just a year ago to-day... It was ten years ago... This is our Golden Jubilee... This is the centenary... Just about a thousand years ago..."

The birthdays of a child, events in the lives of individual men and women, commemoration of the births and deaths of men and women who have lit torches along the road of history, red-letter days marking the advance of mankind —these are dates traditionally noted in the arbitrary system of reckoning which we call the calendar.

Not forgetting the unknown and unsung persons and events, perhaps of equal greatness making no claim at completeness, here are some note-worthy dates in October, tenth month of the Gregorian calendar.

"THE GREAT ENCYCLOPAEDIA"

Two hundred years ago a Paris bookseller issued a prospectus announcing the early publication of an extraordinary work—a record of all human knowledge. Subscribers were not disappointed. In a few years, in the face of censure and legal disputes, "*La Grande Encyclopédie*" was brought out as 22 folio volumes with eleven volumes of plates. The main contributors were d'Alembert, d'Holbach and Voltaire. But the moving spirit was Diderot who threw himself heart and soul into the work. He had become the servant of "*Reason*", and his encyclopaedia remains the boldest monument raised by the eighteenth century to the glory of scientific thought.

THE FIRST AEROPLANE

On 24th October 1890, after 50 years' research, Clément Ader thought that his aeroplane, christened "*Eole*", was ready for trials. It was a faithful reproduction of a large Indian bat, had a steam engine and retractable wings and was 21 feet in length and 45 feet in breadth. It took off and glided for about 55 yards at a speed of 17 yards a second. For eight years, he made regular tests and further improvements, but each attempted flight was a dismal failure. Clément Ader lost heart, but he watched without envy the work of his more successful rivals, Santos-Dumont and the Wright brothers.

GEOFFREY CHAUCER

On 25th October 1400, Geoffrey Chaucer died under the shadow of Westminster Cathedral where he was buried in the chapel known to-day as "*The Poets' Corner*". Eustache Deschamps, one of his French contemporaries said of him: "*he is the great translator whose poetry illuminated the reign of Aeneas*". But Chaucer was far more than a translator: his "*Canterbury Tales*" belong not only to his people but to the literary treasure-house of mankind. Dryden said of the Tales: "*they reflect the varied manners and moods of the whole English people*". In writing them, he made a selection unheard of in his day; his characters were men instead of mere symbols.

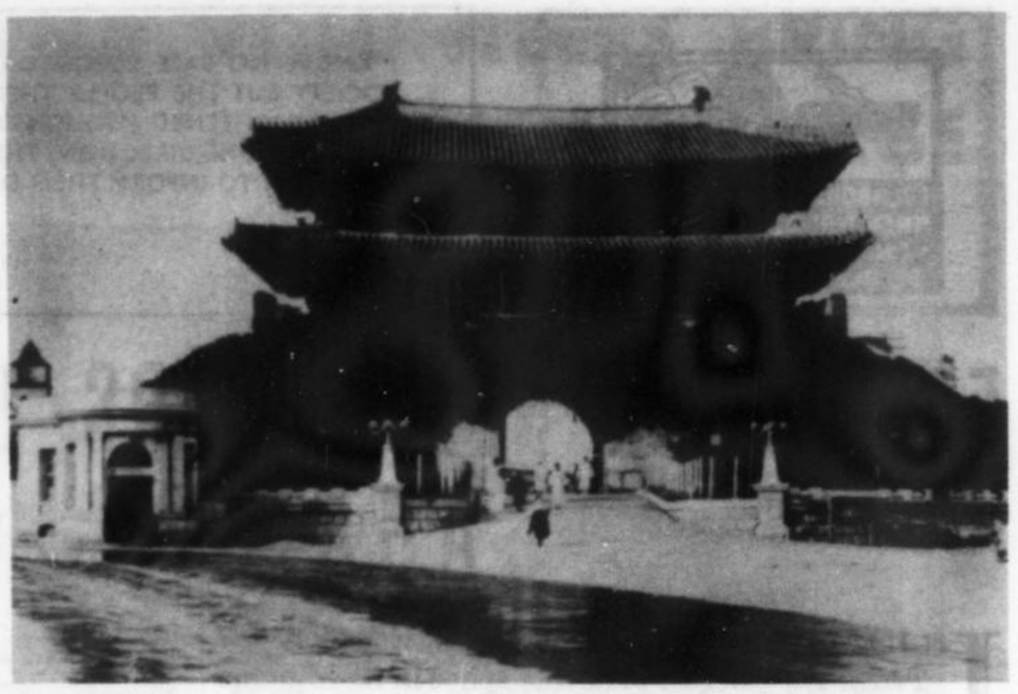
THE SECOND OLYMPIAD

The second Olympic games, inaugurated a few years previously by Baron Pierre de Coubertin, ended in Paris on 28th October 1900. It had not been easy to overcome public indifference and national jealousies. Greece had been determined to make Athens, the home of the first games, the permanent centre of these sporting contests. But Coubertin was adamant: "*If they are to be ultimately successful*", he declared, "*the Olympic Games must be strictly democratic and international.*" But, he had to persevere for years before sportsmen all over the world had accepted the ideal he summed up in the famous statement: "*What matters in life is not victory, but the struggle; the essential is not winning but fighting a good fight. In spreading these principles we will teach mankind to be more courageous, stronger, more scrupulous and more generous.*"

Courier
PUBLICATION OF THE UNITED NATIONS EDUCATIONAL, SCIENTIFIC AND CULTURAL ORGANIZATION
UNESCO

The Cultural Heritage of Korea

"Land of the Morning Calm"



THE SOUTH GATE OF SEOUL. The first king of the Yi dynasty conscripted 200.000 workmen to construct a great wall around Seoul, his new capital. It was seven miles long, up to 20 feet wide, from 10 to 20 feet high, and contained four great gates and four smaller ones. Today, the remains are well inside the city, which has grown to over a million in inhabitants.

AND who are these Koreans? Anonymous John Smith wants to know—and finds himself repeating like a chant the question of Walt Whitman: *"Yellow man, yellow man, where have you been?"* Where were the Koreans before the cannons, before the tanks, before the bombers? For, just three months ago, Korea became the centre of the world; it rose up suddenly, covered with blood. Rose up from what historical past?

Not so very long ago this past was little more than a phantom to most people around the world. A fine colony, whose inhabitants were ordered to forget their past, their national soul, even their language which it was forbidden, under penalty of the whip, to use in schools, even in playtime.

At the end of the 14th Century, there was the kingdom of Tyo-Ssyen, Land of the Morning Calm, with its capital at Seoul. The land was governed by a vassal of the Chinese Ming Dynasty. The rare travellers who tried to tell the rest of the world about the treasures of this kingdom attributed a Mongolian origin to this homogeneous people. They remarked on the individuality of the language and the simplicity of its alphabet of 25 letters. They recounted a formidable list of discoveries and inventions:

THE TRADITIONAL DRESS OF THE COUNTRY, worn by the elderly Koreans examining this ancient bell, was adopted from the Ming dynasty of China. For the men it consists of loose white robes and baggy trousers. Women wear short, close-fitting jackets and vividly coloured flowing skirts.

Long known as the *"Hermit Kingdom"*, Korea is said to have evolved, quite alone, many things which other nations produced only by united effort: the spinning wheel, the art of pottery, movable metal type, paper money, the barometer, even the armour-plated ships used by Yi Soon-sin to defeat Japanese invaders in 1592.

The Travellers' Tales

ANCIENT travellers told how education flourished. They actually meant Chinese education, for the Koreans, it seems, did not consider themselves learned unless they could, with the light strokes of a brush, show themselves conversant with the language of Confucius and work their way up in the administrative hierarchy, relying only on the Chinese classics. They judged their own fine alphabet too simple, and good enough only for children.

What high ramparts enclosed this people! Only the most poetically inclined historians were interested in them. Records provide a description of thatched cottages where the Korean peasant lived, the marriage ceremonies and a few ritual dances and traditions of native cooking. Most travellers gave only a superficial picture of their own adventures in Korea. Only a few of them recounted Korean proverbs.

Yet Korea has a rich collection of folklore, fables and fairy-tales: Cinderella is called Kongji; little Red Riding Hood will be eaten up by the tiger. Both the tiger and the tortoise figure as prominently in Korea as in China; the genii or jinns are as powerful as those in Norway.

Well, in what niche at last can be pigeon-holed this "culture" of the old ancient lords, of peasants always in white, always in mourning, of beribboned dancers and of the silent silkworm breeders crouched on the mud floor unwinding the silk that they will never wear?

Old Beliefs Die Hard

RELIGION may give an answer. There are learned men who give this explanation: about two thousand years ago, Buddhism was introduced into the kingdom of Silla, accompanied by a flow of Chinese ideas. Buddhism spread its influence through the princely courts in marvellous works of architecture, piety and philosophy; the temples, still rising noble and serene above the fir trees are favourite subjects of the modern photographer.

Then, Confucianism replaced Buddhism: and the official doctrines of family and national loyalties were built on the ruins of monasteries where the monks eked out a miserable existence, though still receiving the humble devotion of the womenfolk. The ancestor cult was confined to the educated class: the masses undoubtedly never abandoned their old beliefs, their sacrifices to Heaven, their rites in honour of the Sun, the Moon and the Stars. Holy places are still revered, mountains shelter genii, and under the sacred trees the passer-by still places pebbles... In the 15th Century, Korean learned men compiled an encyclopaedia in 112 volumes, but it is doubtful whether they even wrote about these daily practices of the common people. In any case, the average Korean would not have access to these works, for, like the Official Public Records, they were not written in his language.

Yet, for more than a thousand years, many aspects of Korean art have been truly great. Experts have spoken of the pottery of the country as the finest in the world. It is known that Japanese sculpture developed in the 6th Century from Korean art and that, generally speaking, Korea was an indispensable channel through which civilization was introduced into Japan; for many centuries the Japanese called Korea the Treasure Land of the West.

What System of Values?

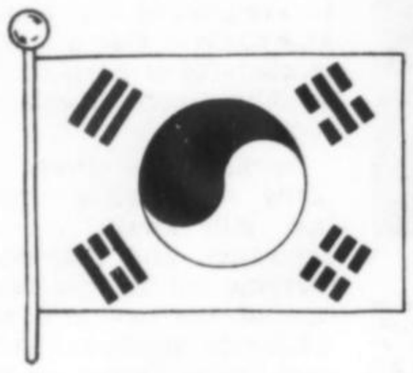
TODAY, the sparse accounts of historians and adventurers are being supplemented by the stories of war correspondents with their despatches which describe the extent of the ruins, the weight of arms, the thousands of fleeing refugees. The sufferings of these refugees, some with hope in their hearts others dulled with misery, can easily be imagined.

But what system of values have they now? Beyond hunger and fear, what

A KOREAN STATUETTE depicting one of Buddha's disciples.

fantasies fill their dreams? What do they think about in their waking moments? For already they are beginning to think of the future and their thoughts will not be created out of nothing; the past is still with them and whatever the future holds will be influenced and coloured by that almost forgotten heritage from their ancestors —in short, by their culture.

It is the duty of every thinking person to try to understand this people that war has so brutally thrust into world prominence, to study the records of their philosophy and an art of the highest kind which is still existent today. He will gain far more than just an historical background. He will discover the character and manner of life of present day Koreans living under the symbolic flag, in which the yang and the yin, fire and water, sun and night, life and death are mysteriously intertwined.



KOREA'S FLAG

ONE of the world's most beautiful flags, that of the Repulic of Korea has in its centre a circle of brilliant red and blue on a white background. Both the circle and the black bar designs in the corners are rich in symbolism.

The circle represents the Absolute, or the essential unity of all being. The Yang and the Yin divisions within the circle represent eternal duality; good and evil, male and female, night and day, life and death, being and not being, etc. The presence of duality within the Absolute indicates the paradox of life and the impossibility of ever comprehending it completely.

The bar designs in the four corners have many meanings. They represent the Father, the Mother, the Sons, and the Daughters. The bar combinations also represent the four points of the compass, and the four seas which bound the universe. The fact that the bars are of only two kinds (long and short) yet may be arranged into many combinations — of which the four are but samples — indicates the diversity which can arise out of basic simplicity.

Actually, the symbolism of the flag has an endless meaning. It is sometimes used as an exercise in reasoning, or in development of the poetic imagination, as students interpret the design in manifold ways. For instance, the Yang and the Yin, within the circle, may be likened to the sun and the moon, to heaven and earth, to old age and youth, to beauty and ugliness, to truth and deception, to success and failure, to happiness and misery, etc.

From the bar arrangements, varied moral lessons may be drawn. Thus the weaker (two short) bars should be protected by the stronger (two long ones); but in the opposite corner, the more precious (long bar) should be protected by the less worthy (short bars). Like should cling to like, as in the three long bars together; but also, tolerance should sanction the grouping of unlike, as in the other two bar designs.

The significant fact about the Korean flag is not to draw from it any one specific meaning, but rather to recognize that it is a symbolic and philosophical representation, encouraging the mind to observe and interpret all the varied meanings of the universe. It is this function of the Korean flag that makes it unique among all the banners of the world.

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19, Ave. Kléber, PARIS-16
★
Editor: PETER DU BERG
English Language Editor: R. S. FENTON
★
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Imprimerie GEORGES LANG
11, rue Curial, Paris.
UNESCO Publication 801
Reprinted in U. S. A. by Photo Litho
Manhattan Printing Co., New York